

INTRODUCTION  
TO HUMAN  
RIGHTS  
EDUCATION 101

**TAAS**

***Tier 1: Module 2***

*with*

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# OUR HOPES

to see how the trainers present and engage us

How I can be a better human rights teacher

Incorporate HRE into the public health sector

need to find HR educators and scholars in the US

New friends and colleagues

Growing professional network

learn from experienced practitioners in the HRE field

How to engage the community to endorse Human Rights issues at the local level

want to see what people brand new to the field are doing -- learning, engaging when necessary, try to think

To build on the HRE Training I received at the University of San Francisco in Summer 2018

Connecting with other organization and educators

# OUR NEEDS

1. Patience
2. Inviting, welcoming, inclusive
3. Vulnerable
4. Time - Respecting

Hoping for connections, learn a little bit about how this program evolves! need time to think -- I like to process information

Having space that is inviting, welcoming, and inclusive

Time to process. I am a thinker and love to learn through case studies.

recordings - it might be hard to make all the sessions in person

Space for non-rushed conversations

Working in creative ways in cyber space

Vulnerability

patience, I'm tired and not feeling energetic. I need to share the airtime. I talk a lot.

this platform provides a venue

# Our Workshop Goals

- **A basic introduction to the International Human Rights framework**
- **Reflection on personal human rights stories of injustice**
- **Inspiration & momentum for human rights education**

# Working Agreements

- **Participate fully**
- **Share the “air” time**
- **Speak for yourself (“I” statements)**
- **Ask questions**
- **Take some risks**
- **Support risk takers**
- **Honor privacy and confidentiality**
- **Start and end on time**

# WHAT ARE HUMAN RIGHTS?

Share your ideas on Jamboard!

## 70th StandUp4HR - [UDHR video](#)

After the atrocities and ruin of WW II, the United Nations was established to affirm our commitment to never allow such violations against humanity to happen again and to affirm that:

**All people are entitled to  
the same basic rights and freedoms.**

[OHCHR | The Universal Declaration of Human Rights](#)



## Human Rights are:

- The basic standards without which people cannot live in dignity.
- Generally accepted principles of fairness and justice.
- Those freedoms and entitlements people are due simply because we are human beings.

The UDHR  
is the most  
translated  
document in  
the world!

370  
languages  
and dialects  
as of 2009

Guinness World  
Records

<https://www.ohchr.org/EN/UDHR/Pages/Introduction.aspx>

[Videos \(hreusa.org\)](http://hreusa.org)

[Voices of Hope: A UDHR Celebration - YouTube](#)

[OHCHR | The Universal Declaration of Human Rights](#)

[Human Rights in 2 minutes video](#)

[UDHR Activities \(hreusa.org\)](http://hreusa.org)



PERSONAL  
HUMAN RIGHTS  
STORIES: *Share in  
Pairs*

What happened?

How did you feel  
about it at the time?

What did you do?  
What do you wish you  
had done?

What did others do?  
What do you wish  
they had done?

## Share Out

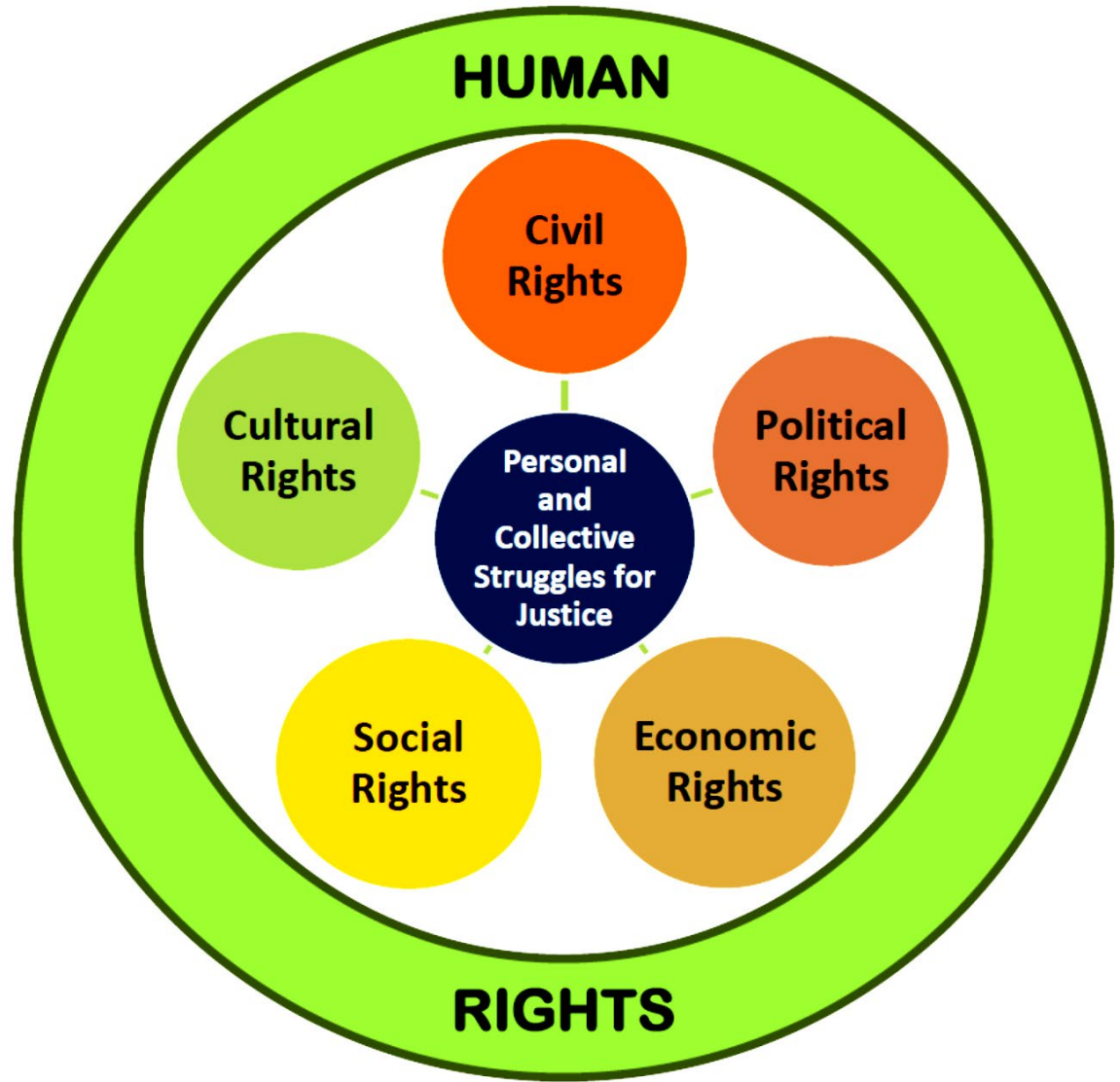
What did you or others do?

What do you wish they had done?

Could the same thing happen to any of the young people you know?

What does this mean for us as human rights educators and activists?

# CATEGORIES



## 1ST GENERATION RIGHTS:

Governments *must not interfere with* people's

- Civil Rights
- Political Rights

## 2ND GENERATION RIGHTS:

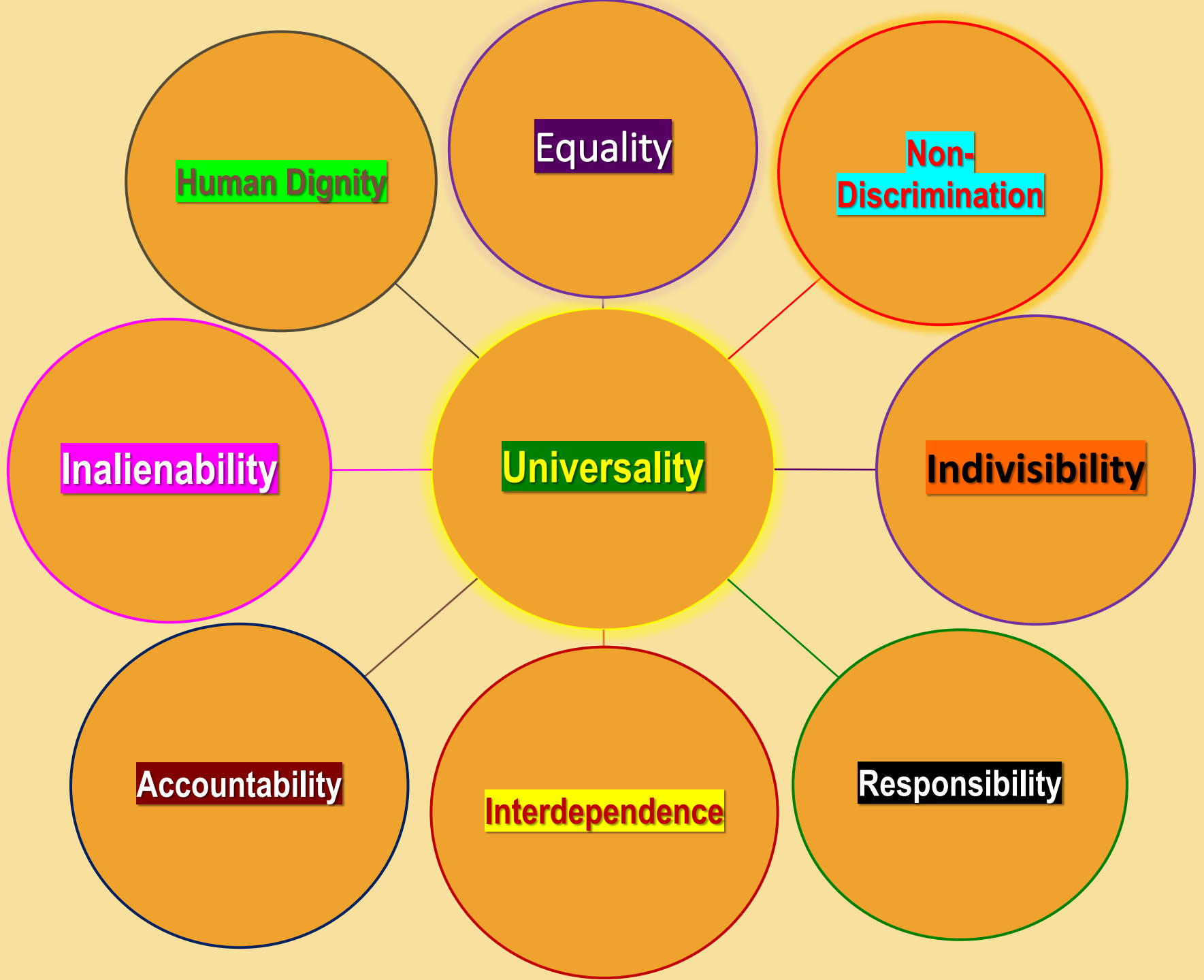
Governments *must provide for & protect* people's

- Economic Rights
- Social Rights
- Cultural Rights

CATEGORIES OF HUMAN RIGHTS

# Human Rights Principles

- **Equality**
- **Human Dignity**
- **Non-Discrimination**
- **Universality**
- **Inalienability**
- **Indivisibility**
- **Interdependency**
- **Accountability/Responsibility**



# International Bill of Human Rights

- **Universal Declaration of Human Rights (UDHR) – (adopted-Dec. 10, 1948)**
- **The International Covenant on Civil and Political Rights (ICCPR)- (adopted-1966, went into force-1976)**
- **The International Covenant on Economic Social and Cultural Rights (ICESCR)- (adopted-1966, went into force-1976)**

## **Declaration**

**- *Morally binding***

## **Convention/Covenant/Treaty**

**- *Legally binding***



# International Bill of Rights

- ✓ *Universal Declaration of Human Rights (UDHR) – 1948*
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(adopted-1966, went into force-1976)*
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# Some of the Human Rights Conventions and Declarations:

- **The International Convention on the Elimination of All Forms of Racial Discrimination (CERD) (1965/1969)**
- **The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979/1981)**
- **The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT) (1984/1987)**
- **The Convention on the Rights of the Child (CRC) (1989/1990)**
- **Convention on the Rights of Persons With Disabilities (CRPD) (2006/2008)**
- **Declaration on the Rights of Indigenous Peoples (Adopted 2007—currently in ratification process)**
- **UN Declaration on Human Rights Education and Training (2011)**
- **Born Free and Equal: Core Legal Obligations of States with respect to Protecting The Human Rights Of LGBTI Persons**
- **[https://www.ohchr.org/Documents/Publications/Born Free and Equal WEB.pdf](https://www.ohchr.org/Documents/Publications/Born_Free_and_Equal_WEB.pdf)**
- **International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families**

United  
Nations  
Declaration  
on Human  
Rights  
Education  
and Training  
*(Adopted Dec.  
2011)*

Education **about** human rights

Education **through** human rights

Education **for** human rights

*The Right to KNOW our  
RIGHTS*

# New York State Human Rights Law (Executive Law, Article 15)

## **Prohibits**

### **discrimination**

- ✓ in employment, housing, credit, places of public accommodations, and non-sectarian educational institutions,
- ✓ based on age, race, national origin, sex, gender identity, sexual orientation, marital status, disability, military status, and other specified classes

# New York State Human Rights Law (...continued)

## **The state has the responsibility**

to act to assure  
that every  
individual within  
this state is  
afforded an equal  
opportunity to  
enjoy a full and  
productive life.

# International Enforcement of Human Rights

- **Periodic reports under treaty-based bodies**
- **Reports by non-governmental organizations (NGOs)**
- **“1503 Complaint Procedure” (HR Council)**
- **“Naming and Shaming” – violations publicized by Human Rights Council or Secretary General**
- **Investigations & Education by special Rapporteurs, Representatives & Experts**
- **Economic sanctions and/or military action by U.N. Security Council**
- **Link to HRE-USA shadow reports (how civil society can hold our governments accountable)**

# Periodic Reviews:

**1. HRE USA submits 2017 Report as part of U.S. mid-term review UPR process**

**Actual 2017 Mid-Term Report by HRE USA and UCCHRE**

**2. In October 2019 the University and College Consortium for Human Rights Education (UCCHRE)** submitted a report to the UN Human Rights Council in preparation for the Third Cycle Review of the U.S. and highlighted the need for greater human rights education across higher education institutions in the United States.

# More Videos and Kits

- **HRE USA also produced this UDHR video reading by young people and self advocates coordinated by Human Rights Watch: Student Task Force & Generation Human Rights** on December 10, 2021 in multiple languages. [Voices of Hope: A UDHR Celebration - YouTube \(6:50min\)](#)

UDHR Videos on the HRE USA web resource area (includes the above videos plus a shorter animated [Human Rights in 2 minutes video](#) -

Links to all the videos can be found on our HRE USA Website here - [Videos \(hreusa.org\)](#)

Full link to HRE USA Human Rights Day Kit on the UDHR - [UDHR Activities \(hreusa.org\)](#)



## COMMON MYTHS:

- That Human Rights = civil rights
- Economic, Social, and Cultural Rights are “privileges” or goals (e.g., healthcare, housing, food, jobs)
- The US is a global leader and exemplar of Human Rights
- Human Rights apply only in poor, developing foreign countries
- Human Rights are only concerned with violations
- Only lawyers can understand the significance of Human Rights

## Reasons for US not ratifying:

- Treaties need to be agreed upon by the Foreign Relations Committee to be forwarded to Senate.
- Senate needs to ratify by 2/3 “super-majority” vote by the Senate.
- “National sovereignty”; not wanting UN oversight
- Rights or Privileges? Lack national consensus on universal health care, economic rights (ICESCR)
- Particular provisions, e.g., family planning, wage equity (CEDAW)
- Fears about undermining parental rights, children suing parents (CRC)
- Lack of popular demand and societal ignorance about human rights and whom they are for.